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ABSTRACT

Two surveys of educational professionals in Alaska, Idaho, Oregon, and Washington sought, first, to assemble criteria to test the validity and "exportability" of potentially exemplary educational programs and, second, to develop a measurement instrument to perform such validations. In each survey the respondents rated the acceptability of criterion clusters or items for both in-state and interstate validation. The raters' judgments, along with background data on their educational and validation experience, were statistically analyzed using frequencies, means, correlations, and factor analysis. Criteria that were not clear, straightforward, and discrete (broken down into their smallest parts) were rewritten after the first survey. Analysis of 61 criteria clusters rated by 58 respondents in the first survey yielded 127 validation items. Reassessment of these items by the second survey's 13 respondents produced 115 validation criteria. All criteria related either to which validation process should be performed, to how it should be done, or to why it should be done. The researchers recommend that the 115 criteria be given further field tests on programs in different stages of implementation. Copies of the questionnaire on respondents' characteristics are appended. (RW)

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A Preliminary Study For Ascertaining Validation Criteria In the Determination of Exemplary Programs For Exportability Across State Lines

Presented to
The National Conference of
The National Diffusion Network
Arlington, VA
June 9 - 13, 1980

Dr. Brent E. Wholeben
Dr. Robert A. Radford

EA 014 321

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
LIST OF TABLES	v

Chapter

1. INTRODUCTION

Statement of the Problem	1
Assumptions	1
Background of the Study	1
Limitations of the Study	2
Purpose of the Study	3
Methods and Procedures	3
Definition of Terms	4
Initializations/Acronyms	8
Overview of the Study	8

Chapter

2. PROCEDURES

Introduction	9
Development of the Study Instrument	9
Demographic Assessment	11
Treatment of the Data	11

Chapter

3. PRESENTATION AND ANALYSIS OF THE DATA

Introduction	13
Characteristics of the Field Test #1 Population	13
Analysis of the Results of the Field Test #1	13
Application of Findings to the Field Test #2 Instrument	29
Characteristics of the Field Test #2 Population	36
Analysis of the Results of Field Test #2	36
Application of Findings to the Final IVP Model	41

Chapter

4. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary	51
Conclusions	52
Recommendations	52

Page

SELECTED BIBLIOGRAPHY 54

APPENDIX

A - A Chart of Validation Stages I, II, and III 55

B - Demographic Assessment Form 56

C - Demographic Assessment Data, Field Test #1 58

D - Demographic Assessment Data, Field Test #2 60

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ABSTRACT

A wide range of procedures currently exist to evaluate educational programs against established criteria, in order to determine the exemplary status of that program and it's suitability for interstate exportation. This study consisted of two separate field tests which evaluated the acceptance of a large number of criteria for determining exemplary program status and exportability to education administrators within the Region X area. The first field test evaluated criterion clusters from existing validation programs across four states: Alaska, Idaho, Oregon, and Washington State. The second field test evaluated a refined set of discrete criteria which passed the initial field test analyses. Per item responses were measured via an ordinal continuum (Likert-based) structure and analyzed using a sophisticated decisioning system consisting of measures of central tendency, inter-item correlations and factor analyses. As a result of the second field test, 115 items were clearly identified as content, process, or attitudinal criteria for determining educational program exportability. A three-stage validation process is addressed and a third field-test recommended involving programs within the planning stage, first year implementation, and established program previsouly validated by other existing methodologies.

LIST OF TABLES

Table		Page
1	A Tabulation of Sixty-One State Model Items by Factor	17
2	A Tabulation of Sixty-One Interstate Model Items by Factor . .	18
3	The Identification of State Model Items Targeted for Keep or Discard by Factor Weight	20
4	The Identification of Interstate Model Items Targeted for Keep or Discard by Factor Weight	21
5	A Compilation of State and Interstate Model Items Targeted for Keep or Discard by factor	23
6	A Classification of State Model Items Targeted for Keep or Discard by Content, Process, Attitude, and Factor . . .	25
7	A Classification of Interstate Model Items Targeted for Keep or Discard by Content, Process, Attitude, and Factor . . .	26
8	A Tabulation of State and Interstate Items by Mean, Standard Deviation, Skewness, Median, and Correlation	28
9	A Compilation of Actions Taken on the Sixty-One Items in Field Test #1, Resulting in One Hundred Twenty-Seven Items for Field Test #2	30
10	A Tabulation of Items in Field Test #2 Targeted for Discard Based on Median and Correlation	42
11	A Tabulation of All Items in Field Test #2 by Median (State and Interstate) and Correlation	43
12	A Compilation of Actions Taken on the One Hundred Twenty-Seven Items in Field Test #2, Resulting in the Final IVP Model	47

CHAPTER 1

Introduction

Statement of the Problem

This study set out to test a procedure for assembling an appropriate mix of criteria for the validation of state/interstate educational programs, practices, and products for exportability. Further, this study sought to develop a validation instrument, utilizing criteria, that had high acceptability among those educational professionals in Region X, responsible for the delivery of educational services.

Assumptions

Some of the key assumptions of this study were: (1) education professionals responsible for the delivery of educational services would be qualified to render expert judgement regarding the acceptability or unacceptability of validation criteria; (2) existing validation procedures at the state/national levels could be used as resources in the development of the state/interstate validation criteria.

Background of the Study

The concept was first presented to the chief state school officers (CSSO) for Alaska, Idaho, Oregon, and Washington in March, 1979 during a quarterly meeting of the Northwest Regional Educational Laboratory (NWREL). It was again presented that year by the Region X Dissemination Director to the Regional Exchange Advisory Board of the NWREL, and later to representatives of the CSSOs in Alaska, Idaho, Oregon, and Washington.

A series of discussions were held with CSSO designees and representatives of postsecondary educational institutions to develop a work plan for developing a draft set of interstate validation criteria.

The Region X Dissemination Division, with the assistance of Drs. William McDougall, Professor, Washington State University, and Brent E. Wholeben, Professor, University of Washington, undertook the task of developing and field testing this validation procedure.

Limitations of the Study

This study was limited to the validation concepts and procedures contained in the Ideabook, published by the United States Office of Education, Joint Dissemination Review Panel (JDRP), the Identification, Validation, and Dissemination (IVD) Process as presented in the Sharing Educational Success (SES) Handbook, Sharing Business Success (SBS), and methodologies depicted in the validation procedures of Alaska, Idaho, Oregon, and Washington. These aforementioned sources, for the most part, were comprised of groups, clusters, or sets of validation criteria rather than single criterion. We needed respondents' expert judgements about these clusters or groups of criteria. We realized that a respondent would be biased either positively or negatively, or completely ambiguous based upon his/her response to a complex set of criteria. Nonetheless, we chose that limitation in order to ascertain how respondents rated sets of criteria in order to refine the instrument into more discrete criterion items for further testing.

The two stages of validation of educational programs for replication undertaken in this study include: Stage I, (the application procedures) or a "roadmap" for local educaton agencies (LEAs), or other developer-sites to follow when submitting an application for validation; and Stage II, (the on-site verification) to be determined by a cadre of trained professionals on-site. This study DID NOT address Stage III of the validation process (the longitudinal measurement or evaluation of educational significance, educational change, or educational effectiveness). Because of the uniqueness of individual projects, Stage III (on-site audit/measurement) will need to be devised on a case-by-case basis to measure educational significance, educational change, and educational effectiveness. A graphic presentation is offered in Appendix A.

Generalizations of the results of this study for other states, regions, (Regional Offices of Education boundaries), and to the nation would be based upon each location's individual needs and characteristics. Finally,

this study was limited to those groups of criteria or criterion items selected, tested, and presented by the Region X researchers.

Purpose of the Study

The purpose of this study was to produce a base of information from which management decisions could be made about validation methodologies for state/interstate use. The results of this study would be critical considerations in the decisions by the CSSOs of Alaska, Idaho, Oregon, and Washington whether to agree or not agree on the establishment of an Interstate Bank of Proven Exemplary Educational Programs, Practices, or Products. A second purpose was to develop and test a validation procedure through the involvement of education professionals (those who would ultimately be called upon to implement the process). A third purpose was to subject the draft validation instrument to critical field tests, since there was no evidence that national/state models had undergone such analyses.

Methods and Procedures

Developmental work was initiated by the Region X Dissemination staff utilizing the inputs and critical contributions by experts in the field of evaluation, testing, measurement, validation, curriculum, and school administration. These expert contributors were drawn from the SEAs, LEAs, non-public elementary/secondary schools, public and non-public postsecondary institutions in Alaska, Idaho, Oregon, and Washington. The development also included inputs from the national perspective. These consultations were with the U.S.O.E. Division of Educational Replication (DER), Planning and Evaluation, and representatives from the National Institute of Education's (NIE) Dissemination and Improvement of Practices (DIP) Division.

Materials/resources utilized in developing the draft Interstate Validation Process included those state/national methodologies which were "fundamentally" similar.

Two separate field tests were conducted involving a total of 71 education professionals as judges from the four states of Region X. The results of

the first test were used to refine the instrument for development of the second field test instrument. Respondents for both tests rated sets of validation criteria or validation criterion items on two seven-point Likert-type scales which ranged from VERY UNACCEPTABLE to VERY ACCEPTABLE on a State Model and the other for an Interstate Model. Parametric and non-parametric statistical tests were used to conduct a computer assisted analyses of the responses. Classification and rewriting schemes were devised by the researchers in order to make evaluations and determinations.

Definition of Terms

For purposes of this proposal, this section has incorporated terms, definitions, and initialisms/acronyms which have special meaning. They are the following:

Adaption - modification of practice or program to meet user needs.

Adoption - the process of installing or adopting a practice or one of its component parts in a school system following validation in another system.

Certification by Validation Team - a statement by the validation team that the practice meets validation criteria.

Certification of a Validated Practice - the formal review and verification of the completeness, and the acceptance of the validation report on the part of the legally responsible official for the state education agency.

Clearinghouse - a place for the collection, processing, and dissemination of practices.

Cost Statement - a summary of the expenditures (including indirect costs) for the start-up and operation of the practice.

Demonstration School System - a school system with a validated practice that has been established as a demonstration site.

Diffusion - the process by which a validated practice is spread to users or adopters. Diffusion involves the levels of awareness, interest, evaluation, trial, and installation.

Dissemination - includes four levels of activity, i.e.,

Level 1: SPREAD -- casting out information
Level 2: EXCHANGE -- two-way flow of information
Level 3: CHOICE -- the rational consideration and selection of outcomes that result in school improvement
Level 4: IMPLEMENTATION: -- adoption, adaption, installation, and sustaining improvements

Educational Climate - the prevailing attitudes, standards, or environmental conditions affecting learning at a particular place or time.

Educational Significance - those characteristics of an educational activity that have a profound effect on resolving educational problems of importance to the general education community.

Educational Practices - purposeful activities including not only instructional, but support activities, e.g., business office procedures, desegregation models, and staff in-service.

Effectiveness - that characteristic of a practice that assures the attainment of objective(s) which produce decided, decisive, or desired results.

Efficiency - that characteristic of a practice that identifies it as exemplary when measured by a comparison of its product with cost in energy, time, and money.

Evaluation - process of obtaining information about a practice or program to determine its worth.

Evidence - observable phenomena (documentation) furnishing proof of the accomplishment of a stated objective, fact, or event.

Exemplary - a validated practice that serves as a model and can be recommended for adoption.

Expert - one who has special skill or knowledge.

Exportable - those characteristics of a practice that make it possible to communicate its essence to another school system with similar needs and environments for possible replication. Used interchangeably with "portable" or "replicable".

Facilitator - a person or agency that links a demonstration school (system) with a potential Adopter School System.

Identification of Practices - process used to locate potentially validatable practices.

Joint Dissemination Review Panel Approval - the act of endorsing a project or practice by the joint USOE - NIE panel of 22 members (11 from each agency) who meet periodically to review the evidence of effectiveness of educational products and practices submitted by state and local educational agencies.

Local Educational Agency - an educational agency at the local level which exists primarily to operate schools.

Measureable Objective - a statement describing who or what is to be affected when it is accomplished, how the accomplishment will be measured, how one will know when the accomplishments have occurred and under what conditions.

Objective - an objective, as used in this manual, is usually a past tense statement of accomplishment or outcome expressed in measurement terms including who or what caused the effect during what period of time, under what conditions, and to what degree of change, impact, or significance.

Packaging - the process of assembling materials from a successful practice that describes and makes available in a useable form the management strategies, community relations, the fiscal resources, the personnel practices, and other materials needed to operate a similar practice at a new site.

Practice - a specific set of activities designed to produce a specified outcome.

Producer School System - a school system with a validated practice that has been established as a demonstration site.

Products - tangible outcomes (i.e., materials needed to operate, instruct, or practice at a new site).

Program - the total strategies, interventions, and resources used to accomplish an objective or objectives.

Promising Practice - potentially validatable practices.

Quality Control - a set of statistical methods, generally based on sequential analysis, for ensuring the uniformity of a product.

Regional or Interstate Bank - a compilation of validated educational practices.

Reliability - the degree to which an evaluation instrument reports consistently whatever it purports to measure.

Replication - establishing a program or practice in other schools with similar needs and environment.

School District/School System - local educational agency.

Screening - process of selecting practices holding potential for validation.

Validated Practice - a practice that meets the requirements of this handbook.

Validation - a process used to review a practice on-site to verify its success through observation and appraisal of evidence by experts.

Validity - the extent to which an instrument, statement, or inference accurately fulfills the purpose for which it was utilized.

Initializations/Acronyms

CSSO	-	Chief State School Officer
ERIC	-	Educational Resources Information Center
IRC	-	Interstate Review Committee
IVC	-	Interstate Validation Committee
IVD	-	Identification, Validation, and Dissemination
IVP	-	Interstate Validation Process
IVT	-	Interstate Validation Team
LEA	-	Local Educational Agency
JDRP	-	Joint USOE - NIE Dissemination Review Panel
NDN	-	National Diffusion Network
NIE	-	National Institute of Education
NWREL	-	Northwest Regional Educational Laboratory
REVRT	-	Regional Evaluation Validation Review Team
ROEP	-	Regional Office of Educational Programs
SEA	-	State Educational Agency
SES	-	Sharing Educational Success
USOE	-	United States Office of Education

Overview of the Study

Activities undertaken in the development of the Interstate Validation Process study will be discussed in Chapter 2. Also, a review and comparative analysis of existing validation methodologies which ultimately were incorporated into the Interstate Process instrument are included. Expert evaluation of the instrument, a demongraphic assessment, and treatment of the data will also be presented in Chapter 2.

Chapter 3 will include a presentation and analysis of the data, results of the demographic assessment, application of the findings to the first instrument for field testing, and development and field testing the second instrument.

Chapter 4 outlines the summary, conclusions, and implications for validation practices, and implications for further research.

CHAPTER 2

Procedures

Introduction

The purpose of this study was to determine the critical mix of validation criteria deemed acceptable by those educational professionals responible for the delivery of educational services. These criteria would eventually comprise an Interstate Validation Process (IVP). Data for this study were gathered through the use of an instrument which embodied concepts "fundamental" to national and state (Alaska, Idaho, Oregon, and Washington) validation methodologies. The Sharing Educational Success (SES) Handbook emerged as the basic resource in the development of the first field test instrument, as its concepts and procedures were generally congruent with existing state methods.

Development of the Study Instrument

The Interstate Validation Process notion was presented to the Chief State School Officers and their designees in a number of meetings throughout the region. Key members of each state responsible for research, evaluation, and Title IV-C of the Elementary and Secondary Education Act, were involved in early discussions about the merits of establishing an IVP. When there was consensus about the development of an IVP, the Region X Dissemination Division staff offered to develop a draft IVP proposal for the reactions and judgements of those aforementioned representatives and other education professionals during field tests.

The first draft IVP contained 61 sets or clusters of proposed validation criteria. Each set of criteria was followed by two seven-point Likert-type scales (one for rating the criteria from a state perspective and the other for rating the criteria for interstate use) which ranged from VERY UNACCEPTABLE to VERY ACCEPTABLE, as shown below:

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

A panel of judges, during Field Test (F.T.) #1 were asked to rate the criteria for both state and interstate considerations in order to determine if they saw any difference between what should be embodied in a state model as compared to an interstate model.

Selected education professionals in Region X with expertise in the areas of evaluation, testing, measurement, curriculum, school administration, and validation methodologies were convened for F.T. #1 in Alaska, Idaho, Oregon, and Washington to obtain their judgements about the criteria. They were asked to rate the criteria on the aforementioned Likert-type scales.

Members of the panel of experts represented the following educational units: state departments of education; local school districts; intermediate service districts; public and non-public postsecondary institutions; non-profit organizations; and private elementary/secondary schools.

At the beginning of the working sessions, wherein they were asked to evaluate the items contained in the instrument, the panelists were thoroughly briefed on the various aspects of the IVP, and the importance of their role as judges. Fifty-eight individuals completed the exercise during F.T. #1.

A series of meetings to conduct F.T. #1 were scheduled and held in each state, as follows:

Field Test #1

Alaska	-	Juneau	12/17/79
Idaho	-	Boise	1/15/80
Oregon	-	Portland	1/16/80
		Salem	1/17/80
		Eugene	1/18/80

Field Test #1 - Continued

Washington	-	Olympia	12/19/79
		Yakima	12/20/79
		Pullman	12/21/79
		Seattle	1/21/80

Field Test #2

Washington	-	Seattle	5/15/80

Demographic Assessment

A form called Demographic Assessment was devised to enable the researchers to gather data deemed essential in describing the characteristics of the panelists, and those aspects of their backgrounds affecting their responses. The respondents were asked to: (1) describe their agency; (2) identify their state; (3) describe the area(s) of professional responsibility; (4) provide the number of years of schooling; and (5) indicate the exent to which they have been involved in validation, i.e., validation training or participation on a validation team. A copy of the form is shown in Appendix B.

Treatment of the Data

Each person participating in this study received the same form of the IVP and Demographic Assessment. The instruments were coded for ease of identification in preparation for key punching. After coding, the data were transferred to Hollerith punch cards for electronic data processing, and computer analysis by Dr. Brent E. Wholeben, University of Washington, Seattle. The data from the F.T. #1 were analyzed as follows:
(1) frequency distributions, medians and correlations in order to examine the per items responses; (2) cross tabulations and contingency analyses to allow a study of the relationships of the demographic variables; (3) correlation procedures to examine inter-item relationships; (4) factor analysis to

analyze the underlying response pattern relationships; and (5) nonparametric Kruskal-Wallis analysis of variance to analyze significant differences in response patterns as may be identified via various demographic characteristics. The researchers devised two schemes for the treatment of data in order to make evaluations and determinations. The classification schemes were: (1) a classification of items in terms of Content, Process, and Attitude; and (2) a rewriting scheme for those items that were determined to be either ambiguous, indiscrete, or indirect.

CHAPTER 3

Presentation of Analysis of the Data for field Tests #1 and #2

Introduction

In this chapter are presented, first the characteristics of the first field test population, analysis of the results of Field Test (F.T.) #1, application of findings to the Field Test #2 instrument, F.T. #2 results, and application of findings to the final instrument.

Characteristics of the Field Test #1 Population

A total of 58 persons participated in Field Test #1. In an attempt to establish a balance between the number of participants and the size of the respective state populations, the breakdown of the number of participants was as follows: Alaska, nine participants, or 16 percent of the total; Idaho, 12 participants, or 21 percent; Oregon, 12 participants, or 21 percent; and Washington, 25 participants, or 43 percent. A majority of the respondents worked in the area of Research and Evaluation; were from state and local education agencies, and possessed a doctorate. The respondents had a median of 19.93 years of schooling. A clear majority had not received validation training in SES, SBS, or other validation methodologies; yet nearly 50 percent indicated that they had participated on a validation team at one time. More detail is provided in Appendix C.

Analysis of the Results of the Field Test #1

The first IVP draft for the field test contained 61 sets of proposed validation criteria. Each set was followed by two seven-point Likert-type scales (State model and Interstate model) which ranged from VERY UNACCEPTABLE to VERY ACCEPTABLE as shown below:

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

Respondents in F.T. #1 were asked to rate the sets of validation criteria or criterion items for both state and interstate considerations in order to determine if they saw any differences between what should be embodied in a state validation model, as well as within an interstate model.

This study instrument for F.T. #1 incorporated those validation concepts and procedures contained in the Ideabook, published by the United States Office of Education, Joint Dissemination Review Panel (JDRP), the Identification, Validation, and Dissemination (IVD) Process as presented in the Sharing Educational Success (SES) Handbook, Sharing Business Success (SBS), and methodologies depicted in the validation procedures of Alaska, Idaho, Oregon, and Washington. These aforementioned sources, for the most part, were comprised of groups, clusters, or sets of validation criteria rather than single criterion items. We needed respondents' expert judgements about these clusters or groups or criteria. We realized that a respondent would be biased either positively or negatively, or completely ambiguous based upon his/her respnse to a complex set of criteria. Nonetheless, we chose that limitation in order to ascertain how respondents rated sets of criteria in order to refine the instrument into more discrete criterion items for further testing.

As an example, the IVP draft instrument for the F.T. #1 included a set, or cluster of validation criteria on "Evidence of Effectiveness/Success", to be rated by the panel of judges. That example follows,

Evidence of Effectiveness/Success

> The presentation of evidence of effectiveness or success of a program, practice, or product is of critical importance in the application. Likewise, documented evidence is of paramount importance for validation. There should be incorporated into the subject of effectiveness/success, answers which provide CONVINCING EVIDENCE to the following key questions:

- Did a change occur?
- Was the effect significant, measureable, and defensible/supportable?
- Was the effect educationally significant?
- Can the project be implemented in another location with a reasonable expectation of comparable impact?
- How likely is it that the observed effects resulted from the intervention?
- Is the presented evidence believable and interpretable?

A program or practice can be "proven to work" in numerous ways including: 1) CONVINCING EVIDENCE that the program will bring about desired change or improvement over existing practices, 2) A more efficient or cost-effective program or practice through improved management, resource utilization, etc., or 3) CONVINCING EVIDENCE that a desired objective may be accomplished without detriment to the existing program. In each of the foregoing, the key concept is CONVINCING EVIDENCE which demands the most credible standards of proof possible within the context of the organizational setting.

30 STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

The aforementioned example was item 30 in the F.T. #1 instrument. All 61 items were subjected to a number of statistical examinations. The tests included the following: 1) frequency distributions, means, medians, standard deviations, and correlations in order to examine the per item responses; 2) cross-tabulations and contingency analyses to allow a study of the demographic variables; 3) correlation procedures to examine inter-item relationships; 4) factor analysis to analyze the underlying response pattern relationships; and 5) nonparametric Kruskal-Wallis analysis of variance to analyze significant differences in response patterns as may be identified via various demographic characteristics.

The researchers designed the following schemes: 1) to classify items as either content (WHAT was to be done), process (HOW it would be done), and attitude (WHY it should be done); and 2) a rewriting scheme to be employed where necessary, to the 61 items from F.T. #1. That scheme classified comments which indicated items were either ambiguous, indiscrete, or indirect. To be classified as ambiguous, indiscrete, or indirect, the comments suggested that affected items met the following conditions: ambiguous (open to various interpretations -- requiring clarification and more specificity); indiscrete (statement not separated into its smallest parts); and indirect (not straightforward in procedure or explanation).

Factor analyses provided a basis for illuminating the various underlying factors addressed from the standpoint of the response patterns. We decided to include only those items which were definitive of the factors displayed. Other more weak items were then targeted for potential discard. Factor Analyses resulted in 14 factors for the 61 sets of validation criteria. Table 1 contains a tabulation of the 61 state model items by factor, and Table 2 contains a similar tabulation for Interstate items.

As shown in Table 1 (page 17), reading from left to right, the left column contains the 14 Factors. The second column contains the validation items by item number. Item 30 used in the previous example is shown opposite Factor 8 on Table 1 and opposite Factor 6 on Table 2. Likewise, this procedure is appropriate for interpreting the data for other items shown in Tables 1 and 2.

TABLE 1

A TABULATION OF SIXTY-ONE STATE MODEL ITEMS
BY FACTOR

Factor	Item Number
1	4, 7, 15, 17, 20, 24, 37, 39, 43, 51, 52, 54, 55, 56, 57
2	12, 13, 18, 28, 47, 50, 58
3	3, 23, 25, 32, 38, 40, 49, 59
4	27, 33, 34, 35, 60, 61
5	19, 44, 45
6	2, 11, 29, 36
7	41, 42, 46
8	30, 48
9	5, 22
10	21, 53
11	6, 8, 9
12	14, 16
13	1, 26, 31
14	10

TABLE 2

A TABULATION OF SIXTY-ONE INTERSTATE MODEL ITEMS
BY FACTOR

Factor	Item Number
1	4, 13, 18, 24, 25, 26, 38, 41, 49, 50, 58
2	15, 17, 33, 34, 37, 39, 43, 51, 52, 54, 55, 56, 57
3	22, 27, 35, 59
4	1, 6, 23, 42, 44, 45, 46
5	2, 7, 8, 32, 47
6	12, 30, 48, 60, 61
7	29, 36
8	2, 10, 11, 19, 20
9	14, 16
10	21, 53
11	31
12	28, 40
13	9
14	5

In order to devise the instrument for the second field test that retained the 14 factors, a factor loading procedure was used and applied to each of the 61 State and Interstate Model items. This procedure utilized correlations greater than or equal to .70 for those items targeted to be retained (KEEP) in the second instrument, and correlations less than or equal to .69 for those items identified for DISCARD. Tables 3 and 4 contain a tabulation of the 61 scaled items targeted for KEEP or DISCARD by factor weight.

As shown in Table 3 (page 20) reading from left to right, the left column contains the 14 Factors. The second column includes those items identified for KEEP category, and the third column includes those items targeted for DISCARD. Item 30 used in the previous example is shown opposite Factor 8 in Table 3 and Factor 6 in Table 4 under the KEEP column. Likewise, this procedure is appropriate for interpreting the data for other items shown in Tables 3 and 4.

TABLE 3

THE IDENTIFICATION OF STATE MODEL ITEMS TARGETED FOR KEEP OR DISCARD BY FACTOR WEIGHT

Factor	Keep W≥.70*	Discard W≤.69*
1	4, 15, 19, 37, 39, 51, 52, 54, 55, 56, 57	7, 20, 24, 43
2	13, 47, 50, 58	12, 18, 28
3	3, 32	23, 25, 38, 40, 49, 59
4	33, 25	27, 34, 60, 61
5	44, 45	19
6	2, 29	11, 36
7	42	41, 46
8	30, 48	--
9	5, 22	--
10	--	21, 53
11	6, 9	8
12	14, 16	--
13	31	1, 26
14	10	--
Total	Keep 34	Discard 27

*KEEP W ≥ .70 = Correlation greater than or equal to .70
*DISCARD W ≤ .69 = Correlation less than or equal to .69

TABLE 4

THE IDENTIFICATION OF INTERSTATE MODEL ITEMS TARGETED FOR KEEP OR DISCARD BY FACTOR WEIGHT

Factor	Keep W≥.70*	Discard W≤.69*
1	4, 13, 18, 25, 26, 41, 49, 50, 58	24, 38
2	15, 17, 33, 34, 37, 39, 51, 52, 54, 55, 56, 57	43
3	22, 35	27, 59
4	1, 44, 45	6, 23, 42, 46
5	3	7, 8, 32, 47
6	30, 48	12, 60, 61
7	29, 36	--
8	11	2, 10, 19, 20
9	14, 16	--
10	53	21
11	31	--
12	--	28, 40
13	--	9
14	5	--

Total	Keep	37	Discard 24

*KEEP W≥ .7 = Correlation greater than or equal to .7
*DISCARD W≤ .69 = Correlation less than or equal to .69

Table 5 (page 23) is a compilation of State and Interstate items targeted for KEEP or DISCARD by Factor.

As shown in Table 5, reading from left to right, the left column contains the 61 items. The second column includes State Model items targeted for Keep (K) and the Factor number. The third column contains the Interstate Model items targeted for Discard (D) and the Factor number. Likewise, this procedure is appropriate for interpreting the data for other items shown in Table 5.

All 61 items were further classified by Content (C), Process (P), and Attitude (A). This classification scheme, devised by the researchers, was intended to classify those validation items that were content (what was to be done), Process (how it would be done), and Attitude (why it should be done). Tables 6 and 7 contain the State and Interstate items by Content, Process, Attitude, and Factor.

TABLE 5

A COMPILATION OF STATE AND INTERSTATE MODEL ITEMS TARGETED FOR KEEP OR DISCARD BY FACTOR

Item	State-Factor	Interstate-Factor	Item	State-Factor	Interstate-Factor
1	D - 13	K - 4	32	K - 3	D - 5
2	K - 6	D - 8	33	K - 4	K - 2
3	K - 3	K - 5	34	D - 4	K - 2
4	K - 1	K - 1	35	K - 4	D - 3
5	K - 9	K - 14	36	D - 6	K - 7
6	K - 11	D - 4	37	K - 1	K - 2
7	D - 1	D - 5	38	D - 3	D - 1
8	D - 11	D - 5	39	K - 1	K - 2
9	K - 11	D - 13	40	D - 3	D - 12
10	K - 14	D - 8	41	D - 7	K - 1
11	D - 6	D - 8	42	K - 7	D - 4
12	D - 2	D - 6	43	D - 1	D - 2
13	K - 2	K - 1	44	K - 5	K - 4
14	K - 12	K - 9	45	K - 5	K - 4
15	K - 1	K - 2	46	D - 7	K - 4
16	K - 12	K - 9	47	K - 2	D - 5
17	K - 1	K - 2	48	K - 8	K - 6
18	D - 2	K - 1	49	D - 3	K - 1
19	D - 5	D - 8	50	K - 2	K - 1
20	D - 1	D - 8	51	K - 1	K - 2
21	D - 10	D - 10	52	K - 1	K - 2
22	K - 9	K - 3	53	D - 10	D - 10
23	D - 3	D - 4	54	K - 1	K - 2
24	D - 1	D - 1	55	K - 1	K - 2
25	D - 3	K - 1	56	K - 1	K - 2
26	D - 13	K - 1	57	K - 1	K - 2
27	D - 4	D - 3	58	K - 2	K - 1
28	D - 2	D - 12	59	D - 3	D - 3
29	K - 6	K - 7	60	D - 4	D - 6
30	K - 8	K - 6	61	D - 4	D - 6
31	K - 13	K - 11			

As shown in Table 6 (page 25) reading from left to right, the left column contains the 61 items. The second column includes the C/P/A (Content, Process, and Attitude) classification, and the third column contains the items targeted for KEEP or DISCARD by Factor. Item 30 used in the previous example is shown as a Content (C) item on Tables 6 and 7. Likewise this procedure is appropriate for interpreting the data for other items shown in Tables 6 and 7.

TABLE 6

A CLASSIFICATION OF STATE MODEL ITEMS TARGETED FOR KEEP OR DISCARD BY CONTENT, PROCESS, ATTITUDE, AND FACTOR

Item	C/P/A*	K Factor	D
1	A		13
2	A	6	
3	A	3	
4	A	1	
5	A	9	
6	A	11	
7	A		1
8	A		11
9	A	11	
10	P	14	
11	P		6
12	P		2
13	P	2	
14	P	12	
15	P	1	
16	P	12	
17	P	1	
18	P		2
19	P		5
20	P		1
21	C		10
22	C	9	
23	C		3
24	C		1
25	C		3
26	C		13
27	C		4
28	C		2
29	C	6	
30	C	8	
31	C	13	
32	C	3	
33	C	4	
34	C		4
35	C	4	
36	C		6
37	C	1	
38	C		3
39	C	1	
40	C		3
41	C		7
42	C	7	
43	C		1
44	C	5	
45	C	5	
46	C		7
47	C	2	
48	C	8	
49	C		3
50	C	2	
51	C	1	
52	C	1	
53	C		10
54	C	1	
55	C	1	
56	C	1	
57	C	1	
58	C	2	
59	C		3
60	C		4
61	C		4

*C = Content : What was to be done
P = Process : How it would be done
A = Attitude : Why it should be done

C = 41 Items
P = 11 Items
A = 9 Items
61

TABLE 7

A CLASSIFICATION OF INTERSTATE MODEL ITEMS TARGETED FOR KEEP OR DISCARD BY CONTENT, PROCESS, AND FACTOR

Item	C/P/A*	K	Factor	D
1	A	4		
2	A		8	
3	A	5		
4	A	1		
5	A	14		
6	A		4	
7	A		5	
8	A		5	
9	A		13	
10	P		8	
11	P		8	
12	P		6	
13	P	1		
14	P	9		
15	P	2		
16	P	9		
17	P	2		
18	P	1		
19	P		8	
20	P		8	
21	C		10	
22	C	3		
23	C		4	
24	C		1	
25	C	1		
26	C	1		
27	C		3	
28	C		12	
29	C	7		
30	C	6		
31	C	11		
32	C			5
33	C	2		
34	C	2		
35	C			3
36	C	7		
37	C	2		
38	C			1
39	C	2		
40	C			12
41	C	1		
42	C			4
43	C			2
44	C	4		
45	C	4		
46	C	4		
47	C			5
48	C	6		
49	C	1		
50	C	1		
51	C	2		
52	C	2		
53	C	10		
54	C	2		
55	C	2		
56	C	2		
57	C	2		
58	C	1		
59	C			3
60	C			6
61	C			6

*C = Content : What was to be done
P = Process : How it would be done
A = Attitude : Why it should be done

Table 8 contains a tabulation of the 61 scaled State and Interstate items by Mean, Standard Deviation, Skewness, Median, and Correlation.

As shown in table 8, reading from right to left, the left column contains the 61 items. The next columns to the right include Mean, Standard Deviation, Skewness, and Median for State Model items. To the right of those are the Mean, Standard Deviation, Skewness, and Median for Interstate Model items. the last column to the right includes the correlation (S=.001) for State/Interstate relationships. Likewise, this procedure is appropriate for interpreting the data for other items shown in Table 8.

TABLE 8

A TABULATION OF STATE AND INTERSTATE ITEMS

BY MEAN, STANDARD DEVIATION, SKEWNESS, MEDIAN AND CORRELATION

	STATE				INTERSTATE				(S-.001)
ITEM	MEAN	SD	SKEW	MED	MEAN	SD	SKEW	MED	CORR
01	6.60	.62	-1.33	6.76	6.38	1.30	-2.86	6.79	.475
02	5.95	1.49	-1.84	6.50	3.96	2.24	- .09	4.21	.200*
03	6.57	1.09	-3.49	6.87	6.56	1.13	-3.30	6.87	.993
04	6.23	1.38	-2.89	6.66	6.26	1.45	-2.69	6.71	.526
05	6.23	1.32	-2.40	6.66	6.05	1.54	-2.01	6.64	.862
06	5.93	1.32	-1.55	6.28	6.33	1.01	-3.01	6.55	.717
07	5.67	1.61	-1.43	6.13	6.07	1.43	-2.00	6.55	.696
08	5.89	1.38	-1.63	6.25	6.38	.93	-2.41	6.61	.534
09	6.16	1.16	-2.06	6.65	6.38	1.14	-2.72	6.72	.702
10	5.16	1.97	-1.03	5.82	5.11	2.07	-1.03	5.82	.868
11	5.08	2.04	- .88	5.80	5.11	2.07	- .91	5.88	.701
12	5.02	2.22	- .81	5.86	5.69	1.73	-1.41	6.36	.528
13	6.06	1.41	-2.30	6.43	6.40	.78	-1.33	6.58	.383
14	6.02	1.46	-2.00	6.53	6.15	1.42	-2.36	6.61	.914
15	5.96	1.44	-1.97	6.34	6.02	1.55	-2.11	6.53	.878
16	6.54	1.02	-2.64	6.85	6.49	1.09	-2.48	6.84	.879
17	5.87	1.72	-1.89	6.50	6.02	1.62	-2.11	6.60	.931
18	5.71	2.11	-1.54	6.68	5.89	2.01	-1.81	6.72	.932
19	5.35	1.99	-1.20	6.04	5.62	1.89	-1.56	6.31	.547
20	5.67	1.58	-1.32	6.14	5.78	1.66	-1.59	6.34	.573
21	5.39	2.13	-1.15	6.33	5.89	1.91	-1.84	6.65	.787
22	6.00	1.54	-1.96	6.54	6.07	1.48	-2.21	6.53	.872
23	5.75	1.49	-1.35	6.15	6.13	1.29	-2.12	6.5	.777
24	6.44	.80	-1.41	6.66	6.49	.78	-1.60	6.71	.732
25	6.42	.98	-2.43	6.69	6.47	.94	-2.63	6.74	.891
26	6.02	1.58	-2.22	6.50	6.16	1.47	-2.58	6.60	.882
27	6.25	1.23	-2.964	6.57	6.43	1.01	-3.18	6.70	.693
28	6.12	1.24	-1.99	6.52	6.26	1.14	-2.41	6.61	.884
29	6.05	1.48	-2.28	6.53	6.13	1.48	-2.43	6.60	.976
30	6.05	1.54	-2.22	6.57	6.18	1.49	-2.54	6.65	.953
31	6.21	1.25	-2.35	6.60	6.27	1.24	-2.48	6.65	.960
32	6.41	.65	- .67	6.50	6.39	.71	-1.06	6.50	.984
33	5.78	1.87	-1.81	6.52	5.96	1.77	-2.03	6.61	.951
34	5.64	2.00	-1.56	6.41	5.71	2.03	-1.58	6.58	.973
35	6.11	1.42	-2.40	6.52	6.22	1.36	-2.72	6.61	.937
36	6.00	1.56	-2.00	6.55	6.00	1.63	-2.15	6.55	.972
37	6.02	1.41	-1.94	6.44	6.09	1.39	-1.89	6.60	.974
38	6.23	1.41	-2.78	6.70	6.54	1.04	-3.63	6.80	.697
39	6.13	1.22	-2.10	6.47	6.42	1.08	-3.09	6.71	.857
40	6.00	1.40	-2.02	6.43	6.23	1.27	-2.69	6.63	.893
41	6.46	.72	-1.57	6.58	6.51	.72	-1.76	6.67	.877
42	5.94	1.71	-2.03	6.57	6.19	1.21	-1.88	6.60	.796
43	5.36	1.85	-1.18	5.93	5.59	1.85	-1.45	6.23	.944
44	6.04	1.60	-2.27	6.60	6.28	1.52	-2.76	6.77	.863
45	6.05	1.42	-2.19	6.50	6.21	1.41	-2.49	6.68	.929
46	6.27	1.19	-2.59	6.64	6.23	1.31	-2.48	6.65	.974
47	6.52	.81	-2.09	6.74	6.54	.79	-2.22	6.74	.672
48	6.09	1.47	-2.16	6.61	6.36	1.12	-2.78	6.68	.782
49	6.37	1.02	-2.16	6.68	6.57	.82	-2.53	6.79	.696
50	6.48	1.27	-3.34	6.84	6.50	1.33	-3.26	6.87	.906
51	5.77	1.88	-1.59	6.61	5.87	1.84	-1.61	6.69	.826
52	6.41	1.09	-3.06	6.71	6.49	1.07	-3.37	6.78	.948
53	6.37	1.28	-3.05	6.75	6.46	1.23	-3.43	6.80	.938
54	6.06	1.58	-2.43	6.55	5.95	1.68	-2.09	6.53	.896
55	6.00	1.50	-2.07	6.50	6.07	1.50	-2.21	6.57	.969
56	6.09	1.43	-2.21	6.57	6.13	1.45	-2.22	6.63	.983
57	6.11	1.45	-2.47	6.57	6.20	1.46	-2.58	6.68	.972
58	6.22	1.42	-2.86	6.63	6.38	1.21	-3.37	6.67	.910
59	6.49	.84	-1.55	6.76	6.49	.88	-1.67	6.78	.926
60	5.32	1.99	-1.33	5.97	5.64	1.79	-1.69	6.16	.761
61	5.50	1.73	-1.42	5.96	5.57	1.76	-1.45	6.08	.852

*$\bar{s}$ = .139

Application of Findings to the Field Test #2 Instrument

Table 9 contains a tabulation of the various actions taken on the 61 State and Interstate Model items in F.T. #1 which resulted in the 127 items contained in the F.T. #2 instrument.

As shown in Table 9, reading from left to right, the left column includes the 61 items in F.T. #1. The second column contains the State Model items targeted for KEEP (K) or DISCARD (D). The third column includes those Interstate Model items targeted for (K) or (D). The fourth column reveals the action taken on the item from F.T. #1; whether the item resulted in K or D. the fifth column to the right includes the resultant item number in the F.T. #2 instrument. The last column to the right contains statements about the actions taken on the items from the F.T. #1 instrument. As an example, item 30 previously cited is shown on Table 9 as being targeted (K) for both State and Interstate, and was kept (K) in the F.T. #2 instrument. However, item 30 became items 30 through 38 in the F.T. #2 instrument; and was rewritten (Rw) due to being classified as indiscrete.

TABLE 9

A COMPILATION OF ACTIONS TAKEN ON THE SIXTY-ONE ITEMS IN FIELD TEST #1, RESULTING IN ONE HUNDRED TWENTY-SEVEN ITEMS FOR FIELD TEST #2

Item # F.T. #1	State	Inter-state	Action	Item # F.T. #2	Rationale/Comments
1	D	K	K (P)	4	Rw; only the 3 major needs portion need be retained
2	K	D	K (P)	1*, 2	Rw; *new item
3	K	K	K	4	
4	K	K	K	5	
5	K	K	K	6 - 10	Rw; complex, indiscrete
6	K	D	K	11	Rw; indiscrete, ambiguous
7	D	D	D	-	
8	D	D	D	-	
9	K	D	K	12	Rw; indiscrete, indirect
10	K	D	K	13	Rw; indirect
11	D	D	K	14	Rw; indiscrete, indirect; comments recommended direct from SEA to IRC
12	D	D			
13	K	K	K	15 - 17	Rw; indiscrete
14	K	K	K	18	Rw; indiscrete
15	K	K	K	19, 20	Rw; indiscrete
16	K	K	K	21	
17	K	K	K	22	
18	D	K	K	23	Rw; indirect
19	D	D	K	24	Rw
20	D	D	D	-	SBS
21	D	D	D	-	
22	K	K	K	25, 26	Rw; indiscrete
23	D	D	D	-	
24	D	D	D	-	SBS
25	D	K	D	-	SBS
26	D	K	K	27	SES; SBS; Rw; indiscrete
27	D	D	D	-	
28	D	D	D	28	Form kept; application cover sheet
29	K	K	K	29	SES; SBS
30	K	K	K	30 - 38	SES; SBS; Rw; indiscrete
31	K	K	K	-	Rw; kept but not to be rated
32	K	D	K	39, 40	Rw; indirect

Table 9 Continued

Item # F.T. #1	State	Inter-state	Action	Item # F.T. #2	Rationale/Comments
33	K	K	K	41 - 46	Rw; indiscrete
34	D	K	D	-	Comments item unnecessary; covered elsewhere
35	K	D	K	47, 48 49	Rw; indiscrete
36	D	K	K	50, 51	Rw; indiscrete
37	K	K	K	52 - 57,	Rw; indiscrete
38	D	D	D	-	Item redundant; material covered in 58-76, Field Test #2
39	K	K	K	58 - 76	Rw; indiscrete, indirect
40	D	D	K	77 - 83	Rw; indirect, retain results and analysis
41	D	K	K	84, 85	Rw; indiscrete
42	K	D	K	86 - 88	Rw; indiscrete
43	D	D	D	-	
44	K	K	K	89 - 92	Rw; indiscrete
45	K	K	K	93 - 99	Rw; indiscrete
46	D	K	K	100-105	Rw; indiscrete, indirect
47	K	D	K	106-108	Rw; indiscrete
48	K	K	K	109, 110	Rw; indiscrete
49	D	K	D	-	Contained in next item(s)
50	K	K	K	111-115	Rw; indiscrete
51	K	K	K	116	Rw; indiscrete
52	K	K	K	117-120	Rw; indiscrete
53	D	K	D	-	Not needed, use Forms as follow
54	K	K	K	121	
55	K	K	K	122	
56	K	K	K	123	
57	K	K	K	124	
58	K	K	K	125-127	Rw; indiscrete
59	D	D	D	-	
60	D	D	D	-	
61	D	D	D	-	

*Unless so indicated, the Items are from SES
K = Keep Items
D = Discard Items
Rw = Item rewritten; where written comments indicated item to be either ambiguous, indiscrete, or indirect
(P) = Partial
F.T.= Field Test

The format of presenting the items in F.T. #2 was modified from the approach used in F.T. #1. In the F.T. #2 instrument, after the item was rewritten (Rw), it was presented in its entirety, then separated into discrete parts with Likert-type scales added. An example, using item 30, is shown on the following pages:

Evidence of Effectiveness/Success

Documented evidence of effectiveness or success of a program, practice, or product is of critical importance in the application for validation.

There should be, incoporated into the subject of effectiveness/success, answers which provide convincing evidence to the following key questions:

- Did a change occur?
- Was the effect significant, measureable, and defensible/supportable?
- Can the project be implemented in another location with a reasonable expectation of comparable impact?
- How likely is it that the observed effects resulted from the intervention?
- Is the evidence as presented believable and interpretable?

A program or practice can be "proven to work" in numerous ways including:

- Convincing evidence that the program will bring about desired change or improvement over existing practices.
- Convincing evidence of a more efficient or cost-effective program or practice through improved management and resource utilization
- Convincing evidence that a desired objective may be accomplished without detriment to the existing program.

Evidence of Effectiveness/Success

Documented evidence of effectiveness or success of a program, practice, or product is of critical importance in the application for validation.

30 STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

There should be, incoporated into the subject of effectiveness/success, answers which provide convincing evidence to the following key questions:

° Did a change occur?

31 STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

° Was the effect significant, measureable, and defensible/supportable?

32 STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

° Can the project be implemented in another location with a reasonable expectation of comparable impact?

33 STATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

INTERSTATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

° How likely is it that the observed effects resulted from the intervention?

34 STATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

INTERSTATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

° Is the evidence as presented believable and interpretable?

35 STATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

INTERSTATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

A program or practice can be "proven to work" in numerous ways including:

° Convincing evidence that the program will bring about desired change or improvement over existing practices.

36 STATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

INTERSTATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE

-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

° Convincing evidence of a more efficient or cost-effective program or practice through improved management and resource utilization

37

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

° Convincing evidence that a desired objective may be accomplished without detriment to the existing program.

38

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

Characteristics of the Field Test #2 Population

A total of 13 persons participated in F.T. #2. Due to limited travel funds the researchers determined that a mix of professional educators from the immediate commuting area of the Region X office would be ample. The population mix of F.T. #2 was as follows: Washington state, 13 representatives, or 100 percent of the total; Alaska, Idaho, and Oregon had no representation. A majority of the respondents worked for local education agencies.

The majority of the respondents worked in the areas of evaluation, curriculum, grants management, and federal programs. Ten of the thirteen were from local education agencies, three possessed Doctorate's and seven Master's degrees. The respondents had a median of 18.25 years of schooling and the median for years of work in the field of education was 14.33. Of the thirteen, four had participated in USOE sponsored validation training and three had participated on a validation team. More detailed information is provided in Appendix D.

Analysis of the Results of Field Test #2

The instrument for F.T. #2 contained 127 scaled items which were derived from the 61 items included in the F.T. #1 instrument. Each discrete validation criterion item was followed by two seven-point Likert-type scales (State and Interstate models) which ranged from VERY UNACCEPTABLE to VERY ACCEPTABLE as shown below:

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

Respondents in F.T. #2 were asked to rate the sets of validation criteria or criterion items for both State and Interstate considerations in order to determine if they saw any differences between what should be embodied in a state validation model and likewise, enbodied in an interstate model.

The study instrument for F.T. #2 resulted from analyses, classifications, and revisions of the data contained in the F.T. #1 instrument. As discussed previously, the 61 items in F.T. #1 were comprised of groups, clusters, or sets of validation criteria rather than single criterion items.

For F.T. #2, we needed the respondents' expert judgements about the more discrete validation criterion items included in that instrument.

As an example, items 1,2,3,4, and 4.1 in F.T. #1 were rewritten to reflect the various analyses and classification schemes. In so doing, those aforementioned items became items 1,2,3,4, and 5 in F.T. #2. Those examples follow:

Field Test #1

Three major needs have been identified which serve to place into new context the procedures that must be developed for the management of an IVP.

1 There is a need to identify a cadre of individuals at the state level who are well trained to ensure quality control of the validation standards.

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

2 There is a need for state autonomy in the validation process; to modify processes and procedures for project validation, and to train and use on-site validation team members of the state's choosing.

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

3 There is a need to make the validaton process cost-effective.

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

4.1 The identification of key management-needs reflected above has led to the specificaton of several basic assumptions underlying state participation in the identification and validation process. These assumptions have been incorporated into this interstate study. The basic assumptions are as follows:

1. The responsibility for the administration of the system must be located in a setting that will encourage cooperation across funding-source lines. No one funding source can or should own the validation process.

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

Field Test #2

Critical Elements of an Interstate Validation Process

Several elements were identified as being essential in the installation and management of an IVP. They are the following:

*D 1 ° SEA acceptance of the IVP concept

2 ° Develop an IVP design or process that reflects interstate agreement

3 ° Design a cost-effective process

4 ° Identify a cadre of professionals at the state and local levels who are trained in validation methodology in order to ensure quality control of the validation standards

4 ° Locate the responsibility for the administration of the IVP in an SEA setting that encourages cooperation across funding source lines.

*This item was DISCARDED (D) as a result of analyses and classification of data.

Critical Elements of an Interstate Validation Process

Several elements were identified as being essential in the installation and management of an IVP. They are the following:

*D ° SEA acceptance of the IVP concept

1

STATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE
-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

INTERSTATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE
-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

° Develop an IVP design or process that reflects interstate agreement

2

STATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE
-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

INTERSTATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE
-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

° Design a cost-effective process

3

STATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE
-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

INTERSTATE MODEL
VERY UNACCEPTABLE VERY ACCEPTABLE
-3 __ -2 __ -1 __ 0 __ 1 __ 2 __ 3 __

° Identify a cadre of professionals at the state and local levels who are trained in validation methodology in order to ensure quality control of the validation standards

4

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

° Locate the responsibility for the administration of the IVP in an SEA setting that encourages cooperation across funding source lines.

5

STATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

INTERSTATE MODEL

VERY UNACCEPTABLE VERY ACCEPTABLE

-3 ___ -2 ___ -1 ___ 0 ___ 1 ___ 2 ___ 3 ___

The previously mentioned example as well as the remainder of the 127 items were subjected to the following analyses: 1) frequency distributions, mean, median, standard deviation, and correlation in order to determine the per item responses; 2) cross-tabulation and contingency analysis to allow a study of the demographic variables; 3) correlation procedures to examine inter-item relationships; and 4) nonparametric Kruskal-Wallis analysis of variance to analyze significant differences in response patterns as may be identified via various demographic characteristics.

Twelve of the 127 items were targeted for potential DISCARD (D) based on correlation and median. Median ratings below 6.00 (on a seven-point Likert-type scale) and correlations below 0.70 were identified for potential discard with the result that those items would not be included in the final IVP model.

Table 10 is a tabulation of the 12 items on F.T. #2 targeted for (D) based upon median for both State and Interstate models and correlation.

As shown in Table 10, reading from right to left, the left column contains the identified item number. The next column to the right includes state and interstate median. The last column to the right includes correlation.

Table 11 contains a tabulation of the 127 items by median (state and interstate) and correlation. Those with the asterisk are targeted for Discard. Likewise, data can be interpreted by reading across from left to right.

Application of Findings to the Final IVP Model

Table 12 is a compilation of the various actions taken on the 127 State and Interstate Model items in F.T. #2 which resulted in 12 being Discarded and the remainder comprising the final IVP Model.

As shown in Table 12, reading from left to right, the left column includes the 127 items in F.T. #2. The second column contains those State Model items targeted for KEEP (K) or DISCARD (D). Likewise, the third column includes those Interstate Model items targeted for (K) or (D). The fourth column to the right provides a rationale for those items discarded (D).

TABLE 10

A TABULATION OF ITEMS IN FIELD TEST #2 TARGETED FOR DISCARD BASED ON MEDIAN AND CORRELATION

Item	Median State	Median Interstate	Correlation
01			X
16			X
38	X		
48	X	X	
50	X	X	
70	X	X	
77			X
88	X	X	
91	X		
99			X
100			X
102			X

TABLE 11

A TABULATION OF ALL ITEMS IN FIELD TEST #2

BY MEDIAN (STATE AND INTERSTATE) AND CORRELATION

ITEM	MEDIAN(STATE)	MEDIAN(INTERSTATE)	CORRELATION
01	6.85	6.69	.4868* (.092)
02	6.83	6.83	1.0000
03	6.90	6.90	1.0000
04	6.83	6.83	.9648
05	6.85	6.78	.8845
06	6.91	6.91	1.0000
07	6.96	6.96	1.0000
08	6.50	6.50	1.0000
09	6.50	6.50	1.0000
10	6.50	6.17	.8771
11	6.69	6.57	.9634
12	6.90	6.85	1.0000
31	6.69	6.57	.8852
14	6.69	6.69	1.0000
15	6.78	6.78	.9648
16	6.78	6.69	.7384
17	6.78	6.78	1.0000
18	6.69	6.69	1.0000
19	6.78	6.78	1.0000
20	6.69	6.69	.9743
21	6.78	6.78	1.0000
22	6.91	6.91	1.0000
23	6.57	6.57	.8199
24	6.85	6.85	1.0000
25	6.78	6.78	1.0000
26	6.78	6.78	1.0000
27	6.78	6.78	1.0000
28	6.42	6.40	.9457
29	6.38	6.57	.9777
30	6.85	6.78	.9355
31	6.69	6.69	1.0000
32	6.69	6.69	1.0000
33	6.38	6.57	.8363
34	6.75	6.75	1.0000
35	6.78	6.78	1.0000
36	6.78	6.78	1.0000
37	6.57	6.57	.9356
38	5.63*	5.63	1.0000
39	6.69	6.57	.9578
40	6.38	6.57	.9916
41	6.78	6.78	1.0000
42	6.69	6.69	1.0000
43	6.78	6.78	1.0000
44	6.78	6.78	1.0000
45	6.78	6.78	1.0000
46	6.57	6.57	1.0000
47	6.00	6.13	.8745
48	5.67*	5.67*	.9463
49	6.85	6.85	1.0000
50	5.50	5.17*	.9389

Page 2 - Table 11 Continued

ITEM	MEDIAN(STATE)	MEDIAN(INTERSTATE)	CORRELATION
01	6.85	6.69	.4868* (.092)
02	6.83	6.83	1.0000
03	6.90	6.90	1.0000
04	6.83	6.83	.9648
05	6.85	6.78	.8845
06	6.91	6.91	1.0000
07	6.96	6.96	1.0000
08	6.50	6.50	1.0000
09	6.50	6.50	1.0000
10	6.50	6.17	.8771
11	6.69	6.57	.9634
12	6.90	6.85	1.0000
31	6.69	6.57	.8862
14	6.69	6.69	1.0000
15	6.78	6.78	.9648
16	6.78	6.69	.7384
17	6.78	6.78	1.0000
18	6.69	6.69	1.0000
19	6.78	6.78	1.0000
20	6.69	6.69	.9743
21	6.78	6.78	1.0000
22	6.91	6.91	1.0000
23	6.57	6.57	.8199
24	6.85	6.85	1.0000
25	6.78	6.78	1.0000
26	6.78	6.78	1.0000
27	6.78	6.78	1.0000
28	6.42	6.40	.9457
29	6.38	6.57	.9777
30	6.85	6.78	.9355
31	6.69	6.69	1.0000
32	6.69	6.69	1.0000
33	6.38	6.57	.8363
34	6.75	6.75	1.0000
35	6.78	6.78	1.0000
36	6.78	6.78	1.0000
37	6.57	6.57	.9356
38	5.63*	5.63	1.0000
39	6.69	6.57	.9578
40	6.38	6.57	.9916
41	6.78	6.78	1.0000
42	6.69	6.69	1.0000
43	6.78	6.78	1.0000
44	6.78	6.78	1.0000
45	6.78	6.78	1.0000
46	6.57	6.57	1.0000
47	6.00	6.13	.8745
48	5.67*	5.67*	.9463
49	6.85	6.85	1.0000
50	5.50	5.17*	.9389

ITEM	MEDIAN(STATE)	MEDIAN(INTERSTATE)	CORRELATION
51	6.30	6.25	.8851
52	6.69	6.69	1.0000
53	6.85	6.85	1.0000
54	6.78	6.78	1.0000
55	6.69	6.69	1.0000
56	6.78	6.78	.9796
57	6.69	6.69	1.0000
58	6.69	6.69	1.0000
59	6.78	6.78	1.0000
60	6.69	6.69	1.0000
61	6.69	6.69	1.0000
62	6.69	6.69	1.0000
63	6.69	6.69	1.0000
64	6.78	6.78	.8856
65	6.78	6.78	1.0000
66	6.78	6.85	.9589
67	6.78	6.78	1.0000
68	6.69	6.69	1.0000
69	6.78	6.78	1.0000
70	5.25*	5.25*	.9739
71	6.69	6.69	1.0000
72	6.69	6.69	.9637
73	6.78	6.78	1.0000
74	6.78	6.85	.8983
75	6.85	6.85	1.0000
76	6.69	6.69	1.0000
77	6.85	6.78	.7073*
78	6.78	6.78	1.0000
79	6.85	6.85	1.0000
80	6.78	6.78	1.0000
81	6.78	6.89	1.0000
82	6.78	6.78	1.0000
83	6.78	6.78	1.0000
84	6.57	6.51	1.0000
85	6.69	6.78	.9105
86	6.69	6.78	.9105
87	6.38	6.57	.9463
88	5.67*	5.67*	1.0000
89	6.57	6.69	.9634
90	6.57	6.69	.9332
91	6.00	5.88*	.9105
92	6.50	6.64	.9620
93	6.69	6.69	.9381
94	6.85	6.85	1.0000
95	6.69	6.69	.9735
96	6.57	6.57	.9724
97	6.69	6.78	.9586
98	6.78	6.78	1.000
99	6.69	6.57	.4384* (.134)
100	6.33	6.33	.5167* (.071)

ITEM	MEDIAN(STATE)	MEDIAN(INTERSTATE)	CORRELATION
101	6.78	6.78	1.0000
102	6.78	6.69	.6720*
103	6.57	6.57	.9784
104	6.40	6.57	.9152
105	6.78	6.78	1.0000
106	6.78	6.78	1.0000
107	6.78	6.78	1.0000
108	6.78	6.85	.8228
109	6.69	6.69	1.0000
110	6.40	6.57	.9564
111	6.78	6.78	1.0000
112	6.78	6.78	1.0000
113	6.78	6.78	1.0000
114	6.78	6.78	1.0000
115	6.78	6.78	1.0000
116	6.83	6.83	1.0000
117	6.85	6.85	1.0000
118	6.85	6.85	1.0000
119	6.78	6.78	1.0000
120	6.69	6.69	1.0000
121	6.57	6.57	1.0000
122	6.69	6.69	1.0000
123	6.57	6.57	1.0000
124	6.57	6.57	1.0000
125	6.78	6.78	1.0000
126	6.69	6.69	1.0000
127	6.69	6.69	1.0000

TABLE 12

A COMPILATION OF ACTIONS TAKEN ON THE ONE HUNDRED TWENTY-SEVEN ITEMS IN FIELD TEST #2, RESULTING IN THE FINAL IVP MODEL

Item #	State	Interstate	Action	Rationale/Comments
1	D	D	D	Unnecessary, covered in item #2
2	K	K	K	
3	K	K	K	
4	K	K	K	
5	K	K	K	
6	K	K	K	
7	K	K	K	
8	K	K	K	
9	K	K	K	
10	K	K	K	
11	K	K	K	
12	K	K	K	
13	K	K	K	
14	K	K	K	
15	K	K	K	
16	D	D	D	Unnecessary step in the process
17	K	K	K	
18	K	K	K	
19	K	K	K	
20	K	K	K	
21	K	K	K	
22	K	K	K	
23	K	K	K	
24	K	K	K	
25	K	K	K	
26	K	K	K	
27	K	K	K	
28	K	K	K	
29	K	K	K	
30	K	K	K	
31	K	K	K	
32	K	K	K	
33	K	K	K	

A Compilation of Actions Taken on the One Hundred Twenty-Seven Items in Field Test #2, Resulting in the Final IVP Model

Item #	State	Interstate	Action	Rationale/Comments
34	K	K	K	
35	K	K	K	
36	K	K	K	
37	K	K	K	
38	D	D	D	Unacceptable
39	K	K	K	
40	K	K	K	
41	K	K	K	
42	K	K	K	
43	K	K	K	
44	K	K	K	
45	K	K	K	
46	K	K	K	
47	K	K	K	
48	D	D	D	Irrelevant to the application procedure
49	K	K	K	
50	D	D	D	Unnecessary
51	K	K	K	
52	K	K	K	
53	K	K	K	
54	K	K	K	
55	K	K	K	
56	K	K	K	
57	K	K	K	
58	K	K	K	
59	K	K	K	
60	K	K	K	
61	K	K	K	
62	K	K	K	
63	K	K	K	
64	K	K	K	
65	K	K	K	
66	K	K	K	
67	K	K	K	
68	K	K	K	

A Compilation of Actions Taken on the One Hundred Twenty-Seven Items in field Test #2, Resulting in the Final IVP Model

Item #	State	Interstate	Action	Rationale/Comments
69	K	K	K	
70	D	D	D	Irrelevant
71	K	K	K	
72	K	K	K	
73	K	K	K	
74	K	K	K	
75	K	K	K	
76	K	K	K	
77	D	D	D	Irrelevant
78	K	K	K	
79	K	K	K	
80	K	K	K	
81	K	K	K	
82	K	K	K	
83	K	K	K	
84	K	K	K	
85	K	K	K	
86	K	K	K	
87	K	K	K	
88	D	D	D	Unacceptable
89	K	K	K	
90	K	K	K	
91	D	D	D	Unacceptable
92	K	K	K	
93	K	K	K	
94	K	K	K	
95	K	K	K	
96	K	K	K	
97	K	K	K	
98	K	K	K	
99	D	D	D	Redundant, covered in item #125
100	D	D	D	Unacceptable
101	K	K	K	

A Compilation of Actions Taken on the One Hundred Twenty-Seven Items in Field Test #2, Resulting in the Final IVP Model

Item #	State	Interstate	Action	Rationale/Comments
102	D	D	D	Unnecessary, redundant, covered in item #125
103	K	K	K	
104	K	K	K	
105	K	K	K	
106	K	K	K	
107	K	K	K	
108	K	K	K	
109	K	K	K	
110	K	K	K	
111	K	K	K	
112	K	K	K	
113	K	K	K	
114	K	K	K	
115	K	K	K	
116	K	K	K	
117	K	K	K	
118	K	K	K	
119	K	K	K	
120	K	K	K	
121	K	K	K	
122	K	K	K	
123	K	K	K	
124	K	K	K	
125	K	K	K	
126	K	K	K	
127	K	K	K	

K = Keep Items
D = Discard Items
None of the Keep items were rewritten, they remain, as was in the second field test.

CHAPTER 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

During the first part of the year 1979, following a reorganization of Regional Offices within the U.S. Office of Education, Region X Dissemination Division staff perceived the need for a validation process common to the four states (Alaska, Idaho, Oregon, and Washington). A series of discussions were held with educational leadership throughout the region. A working group, representing the four SEAs met on several occasions to explore ways of developing a common, acceptable validation approach. The Region X staff agreed to conduct a study to develop an Interstate Validation Process (IVP). The researchers incorporated the fundamental elements of methodologies common to national models and those of the four states of Region X.

A total of 71 education professionals from Alaska, Idaho, Oregon, and Washington participated in the two field tests as an expert panel. A majority of the panelists working in the area of research and evaluation were from state and local education agencies; and possessed a doctorate. The panelists had a median of 19 years of schooling.

From clusters of criteria gained from current practices (Sharing Educational Success (SES), Sharing Business Success (SBS), and state methodologies), a series of 61 criterion items were used in Field Test (F.T.) #1. The first field test retained 37 items or 61 percent of the original items. Twenty-seven items were discarded. Field Test #2 differed from F.T. #1 in that criterion items were stated specifically and discretely so that there would be no ambiguity based upon clusters of criteria. This resulted in 127 discrete items included in the F.T. #2; 115 or 91 percent were retained for use in a future longitudinal third field test.

The items that were finally accepted demonstrated a clear mix of content, process, and attitudinal foci.

Conclusions

A major assumption held by the researchers at the outset of this study was that education professionals responsible for the delivery of educational services would best render expert judgement as to the degree of acceptability of validation criteria. The results from both field test #1 and #2 clearly showed that these "experts" not only identified the criteria that are needed for a longitudinal study (third field test) but in fact saw a real need to use external verifiable criteria in Stage I, Stage II, and later on Stage III validation processes. Comments from the panelists of both field tests support this conclusion.

Another major assumption foundating the study was that there did not exist a model or process for interstate validation, commonly accepted by the four SEAs.

The results of the data also showed that it is now possible to have the same criteria for both state and interstate validation processes; and that the IVP can be an integrated state/interstate validation model.

The need now exists to proceed to the longitudinal study stage in order to pilot test the model. There is a need to conduct three time-related studies which would include the following: 1) validation of new and developing programs, i.e., programs within the planning stage; 2) programs executing within a research and development state; and 3) programs already validated by other methodologies.

Recommendations

A formal research evaluation effort should be designed and sponsored, whereby the 115 criterion items (resulting from the second field test) be operationalized to test their applicability in establishing an interstate validation process for exemplary programs. It is suggested that such a research effort address programs in different stages of implementation so as to adequately review the criteria's applicability, regarding the formative and summative foci.

Finally, such a research effort should provide a basis for further delineating specific indicator-levels of acceptable criterion significance; i.e., the extent to which each criterion must exist before "exemplary status" is conferred.

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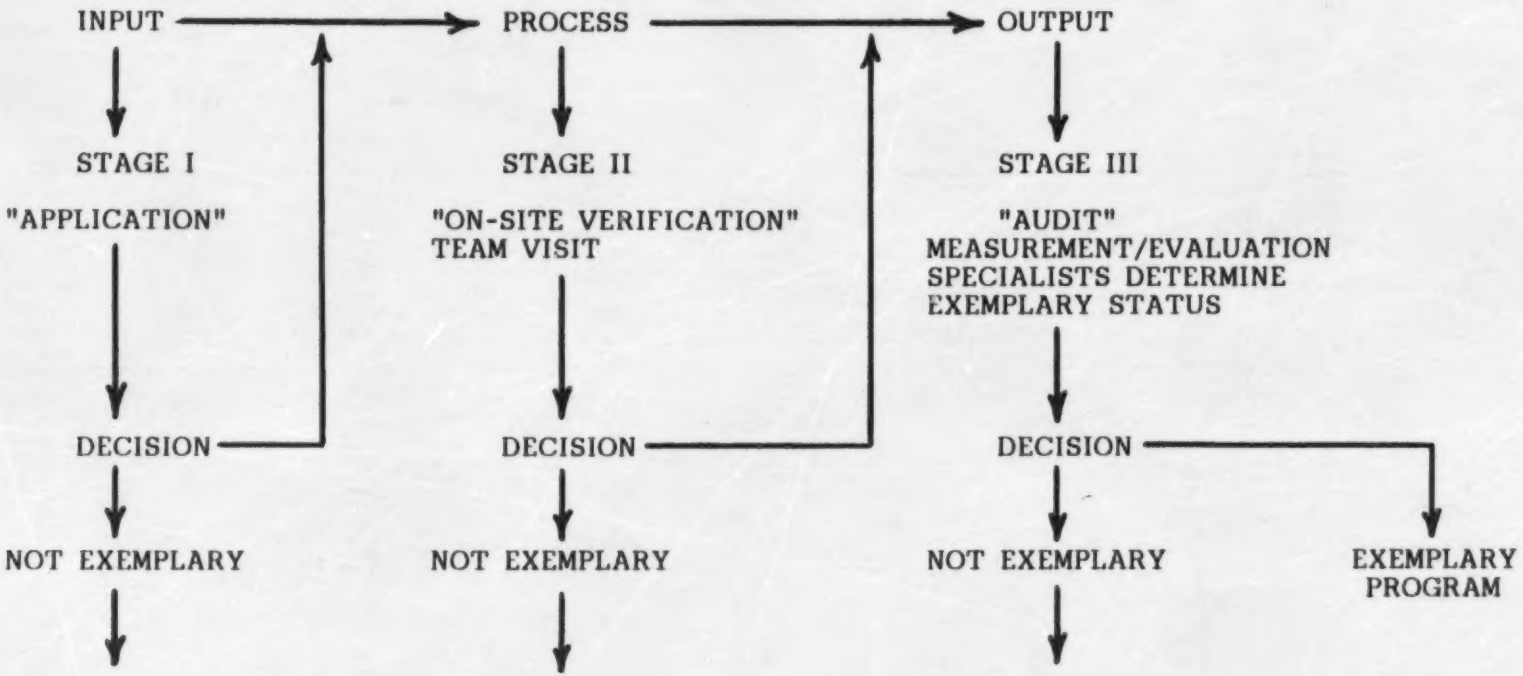
APPENDIX

APPENDIX A

VALIDATION STAGES I, II, AND III

CONTENT/PROCESS EVALUATION



APPENDIX B

Demographic Assessment

The questions below are intended to provide a profile of the background and experience characteristics of the panel of experts.

1. Which of the following best describes your agency? Check the appropriate item below:

   a) ___ State Education Agency
   b) ___ Local Education Agency
   c) ___ Intermediate School or Service District
   d) ___ Higher Education Institution (Public)
   e) ___ Higher Education Institution (Private)
   f) ___ Non-Profit Organization
   g) ___ Private Elementary/Secondary

2. In which state are you employed? Check the appropriate state.

   a) ___ Alaska
   b) ___ Idaho
   c) ___ Oregon
   d) ___ Washington

3. What (is/are) your major area(s) of responsibility in the field of education? Please respond as follows:

   - Circle the letter for the item(s) (if appropriate) that describes your position or occupation

   - Next, place a single (X) NEXT TO THE ONE CIRCLE that best describes your job

     a) Research
     b) Evaluation
     c) Testing and Measurement
     d) Curriculum
     e) Instruction
     f) Assistant Superintendent
     g) Superintendent
     h) Principal
     i) Federal Programs
     j) Title IV-C Coordinator
     k) State Facilitator
     l) Grants Management
     m) Business and Finance
     n) District Personnel
     o) Vocational - Adult Basic Education
     p) Vocational Rehabilitation
     q) Special and Institutional Education
     r) Other _____

Demographic Assessment

4. Educaton. Please circle the letter opposite your highest degree.

   a) Baccalaureate b) Masters c) Doctorate

5. What are the total number of years of schooling including K-12? _____ years.

6. How long have you worked in the field of education? _____ years.

7. Have you participated in USOE sponsored validation training for Sharing Educational Success? Yes ___ No ___

8. Have you participated in USOE sponsored validation training for Sharing Business Success? Yes ___ No ___
   If yes, what year and month? year _____ month _____

9. Have you received validation training from any other source? Yes ___ No ___
   If yes, please name that source _____

10. Have you ever participated on a validation team? Yes ___ No ___

APPENDIX C

Demographic Assessment Results, Field Test #1

The questions below are intended to provide a profile of the background and experience characteristics of the panel of experts.

1. Which of the following best describes your agency? Check the appropriate item below:

   a) 21 State Education Agency
   b) 20 Local Education Agency
   c) 2 Intermediate School or Service District
   d) 11 Higher Education Institution (Public)
   e) 2 Higher Education Institution (Private)
   f) 1 Non-Profit Organization
   g) 1 Private Elementary/Secondary

2. In which state are you employed? Check the appropriate state.

   a) 9 Alaska
   b) 12 Idaho
   c) 12 Oregon
   d) 25 Washington

3. What (is/are) your major area(s) of responsibility in the field of education? Please respond as follows:

   - Circle the letter for the item(s) (if appropriate) that describes your position or occupation
   - Next, place a single (X) NEXT TO THE ONE CIRCLE that best describes your job

		Frequency of Response
a)	Research	23
b)	Evaluation	27
c)	Testing and Measurement	17
d)	Curriculum	15
e)	Instruction	18
f)	Assistant Superintendent	6
g)	Superintendent	3
h)	Principal	2
i)	Federal Programs	18
j)	Title IV-C Coordinator	8
k)	State Facilitator	7
l)	Grants Management	10
m)	Business and Finance	1
n)	District Personnel	1
o)	Vocational - Adult Basic Education	-
p)	Vocational Rehabilitation	1
q)	Special and Institutional Education	7
r)	Other _____	14

Demographic Assessment Results, Field Test #1

4. Educaton. Please circle the letter opposite your highest degree.

   a) Baccalaureate - 3 b) Masters -20 c) Doctorate - 35

5. What are the total number of years of schooling including K-12? Median 19.93 years.

6. How long have you worked in the field of education? Median 18.25 years.

7. Have you participated in USOE sponsored validation training for Sharing Educational Success? Yes 14 No 43 1 Missing

8. Have you participated in USOE sponsored validation training for Sharing Business Success? Yes 3 No 53 2 Missing
   If yes, what year and month? year - month -

9. Have you received validation training from any other source? Yes 16 No 39
   If yes, please name that source 3 Missing

10. Have you ever participated on a validation team? Yes 22 No 35 1 Missing

APPENDIX D

Demographic Assessment Results, Feld Test #2

The questions below are intended to provide a profile of the background and experience characteristics of the panel of experts.

1. Which of the following best describes your agency? Check the appropriate item below:

   a) 1 State Education Agency
   b) 10 Local Education Agency
   c) 1 Intermediate School or Service District
   d) 0 Higher Education Institution (Public)
   e) 1 Higher Education Institution (Private)
   f) 0 Non-Profit Organization
   g) 0 Private Elementary/Secondary

2. In which state are you employed? Check the appropriate state.

   a) - Alaska
   b) - Idaho
   c) - Oregon
   d) 13 Washington

3. What (is/are) your major area(s) of responsibility in the field of education? Please respond as follows:

   ° Circle the letter for the item(s) (if appropriate) that describes your position or occupation

   ° Next, place a single (X) NEXT TO THE ONE CIRCLE that best describes your job

		Frequency of Response
a)	Research	2
b)	Evaluation	4
c)	Testing and Measurement	0
d)	Curriculum	3
e)	Instruction	2
f)	Assistant Superintendent	0
g)	Superintendent	1
h)	Principal	2
i)	Federal Programs	3
j)	Title IV-C Coordinator	1
k)	State Facilitator	1
l)	Grants Management	4
m)	Business and Finance	1
n)	District Personnel	0
o)	Vocational - Adult Basic Education	1
p)	Vocational Rehabilitation	0
q)	Special and Institutional Education	0
r)	Other _____	6

Demographic Assessment Results, Field Test #2

4. Educaton. Please circle the letter opposite your highest degree.

   a) Baccalaureate - 3 b) Masters - 7 c) Doctorate - 3

5. What are the total number of years of schooling including K-12? Median 18.25 years.

6. How long have you worked in the field of education? Median 14.33 years.

7. Have you participated in USOE sponsored validation training for Sharing Educational Success? Yes 3 No 10

8. Have you participated in USOE sponsored validation training for Sharing Business Success? Yes 1 No 12
   If yes, what year and month? year 78 month -

9. Have you received validation training from any other source? Yes 3 No 10
   If yes, please name that source _____

10. Have you ever participated on a validation team? Yes 3 No 10